

September				
Grades 3-5 Writing: Research Based Writing Instruction and Standards Implementation	9-1	8:00am-3:30pm	ADE	40.00
Webinar: K-2 Writing Foundations - Overview	9-8	4:00pm-5:00pm	Online	Free
Research, Information, & Writing Fluency: Developing Independent and Engaged Researchers and Writers	9-9	8:30am-3:30pm	ADE	40.00
Webinar: Rhetorical Grammar Part I	9-10	3:30pm-4:30pm	Online	Free
Webinar: K-2 Writing: Handwriting Fluency	9-15	4:00pm-5:00pm	Online	Free
Webinar: Rhetorical Grammar Part II	9-16	3:30pm-4:30pm	Online	Free
Argument Literacy	9-17	8:30am-3:30pm	ADE	15.00
Socratic Seminar and AZCCRS with Diana Green (*Special Engagement)	9-21	8:30am-4:00pm	ADE	95.00
Webinar: Rhetorical Grammar Part III	9-22	3:30pm-4:30pm	Online	Free
Webinar: K-2 Writing: Spelling	9-23	4:00pm-5:00pm	Online	Free
Webinar: K-2 Writing: Sentence Construction	9-28	4:00pm-5:00pm	Online	Free
October				
Teaching Reading Effectively Oct Nov 2015	10-1&2	8:30am-4:30 pm	ADE	65.00
Evaluating Text Complexity	10-6	8:30am-3:30pm	ADE	50.00
Webinar: Close Reading in the Classroom	10-6	4:00pm-5:00pm	Online	Free
Webinar: Text Complexity	10-12	4:00pm-5:00pm	Online	Free
Webinar: EQuIP ELA – Evaluating Instructional Materials for Alignment to the AZ State Standards	10-15	3:30pm-4:30pm	Online	Free
Webinar: Argument Literacy	10-19	3:30pm-4:30pm	Online	Free
Research and Information Fluency	10-19	8:30am-3:30pm	ADE	Free
Webinar: Grammar Basics Part I: Standards and Multisensory Approaches	10-21	3:30pm-4:30pm	Online	Free
Webinar: Reading for the Rhetorical Situation	10-22	3:30pm-4:30pm	Online	Free
Academic and Argument Writing	10-27	8:30am-3:30pm	ADE	40.00
Close Reading in the Classroom	10-28	8:30am-3:30pm	ADE	40.00
Webinar: Rhetorical Grammar – Introduction and Overview	10-29	3:30pm-4:30pm	Online	Free
November				
Webinar: Grammar Basics Part II: Standards and Multisensory Approaches	11-3	4:00pm-5:30pm	Online	Free
Digital Writing Process in the Classroom	11-5	8:30am-3:30pm	ADE	65.00
Webinar: Reading for the Rhetorical Situation	11-5	3:30pm-4:30pm	Online	Free
Webinar: Rhetorical Grammar for Authentic Writing	11-12	3:30pm-4:30pm	Online	Free
Webinar: Grammar Basics Part III: Standards and Multisensory Approaches	11-16	4:00pm-5:30pm	Online	Free
Rhetorical Grammar	11-17	8:30am-3:30pm	ADE	Free
Webinar: Academic Discourse and Debate	11-19	3:30pm-4:30pm	Online	Free
December				
Research and Information Fluency	12-1	8:30am-3:30pm	ADE	Free
Argument Literacy	12-2	8:00am-3:30pm	ADE	Free
Webinar: Close Reading in the Classroom	12-7	4:00pm-5:00pm	Online	Free
Webinar: Rhetorical Grammar Part I	12-7	3:30pm-4:30pm	Online	Free

Webinar: Rhetorical Grammar Part II	12-8	3:30pm-4:30pm	Online	Free
Webinar: Rhetorical Grammar Part III	12-9	3:30pm-4:30pm	Online	Free
Close Reading in the Classroom	12-9	8:30am-3:30pm	ADE	60.00
January (Sneak Peek – More to come!)				
Teaching Reading Effectively (Jan-April Cohort)	1-26	8:30am-4:00pm	ADE	80.00
Socratic Seminars and AZCCRS with Diana Green	1-29	8:30am-3:30pm	ADE	95.00

English Language Arts

Professional Development – Fall/Winter 2015-2016

Descriptions of Face to Face Courses

Academic and Argument Writing: Entering the Conversation

Academic/Argument Writing: Entering the Conversation will address the challenges of effective writing instruction required by the Arizona Standards. This training will utilize some of the approaches found in *They Say, I Say: The Moves That Matter in Academic Writing* by Gerald Graff and Cathy Birkenstein. Each participant will also receive a copy the book.

Participants will be eligible for 6.0 hours of professional development credit.

Argument Literacy

There is no doubt that argument writing plays an important role in Arizona's College and Career Ready Standards. But, what, exactly, does that mean? This one-day workshop is designed to build educator confidence about teaching and implementing argument writing in the ELA or content-area classroom. The workshop will introduce the following elements of Argument Literacy:

- The Basics of Rhetoric
- Building Blocks of Argumentation
- Rhetorical Modes/Purposes
- Effective use of evidence/Writing from Sources
- Using Argument in the ELA/Content classroom

Participants will be eligible for 5.5 hours of professional development credit.

Grammar Foundations 1

Demonstrating command of the conventions of Standard English grammar and usage when writing or speaking are essential components of the ELP Language Standards. This one-day workshop will focus on building teacher knowledge of basic grammar terms, grammatical structures, and grammar instruction. By the end of the course, you should be able to:

- use English grammar terms more confidently
- understand the form, meaning and use of a variety of grammar structures
- reflect upon your awareness of language

Participants will receive a copy of *Painless Grammar* by Rebecca Elliott, Ph.D.

Participants will be eligible for 7 hours of professional development credit.

Grammar Foundations 2

This workshop is a continuation of the Grammar Foundations series and will build upon a teacher's grammar knowledge and skills. The training will introduce additional grammar terms, grammatical structures, and grammar instruction beyond what was shared in Grammar Foundations Part I.

Participants will:

- locate grammar skills in the ELP Language Standards
- receive instructional strategies on how to explicitly teach the 8 parts of speech (including sub-category) and sentence construction
- explore more complex skills with nouns, verbs, adjectives, and pronouns
- understand the form, meaning and use of a variety of grammar structures
- reflect upon personal awareness of language
- use English grammar terms more confidently

A grammar text resource will be provided to participants.

Participants will be eligible for 6.5 hours of Professional Development credit.

K-2 Writing Foundations

This professional development focuses on evidence based practices for foundational writing instruction (handwriting, spelling and sentence construction) in K-2 classrooms. This training is based on the work of numerous researchers, and the text, *Best Practices in Writing Instruction*, edited by Steve Graham, Charles A. MacArthur, and Jill Fitzgerald, which all participants will receive. Research, assessment of student skills, and best practice and instructional strategies for immediate use in classrooms will be included. Writing opinion as outlined in K-2 standards will be addressed as well as technology in writing instruction.

Participants will be eligible for 6.0 hours of professional development credit.

Multisensory Grammar

This session will provide mainstream K-3 teachers, ELL teachers, special education teachers, interventionists, reading teachers and coaches the basic knowledge of the parts of speech (grammar) and the essential structure of a sentence (syntax). Color coding is used to introduce and reinforce the parts of speech. Hands-on activities further students' understanding and sentence pattern cards help with sentence composition, length, and complexity.

Participants will:

- Understand the importance of teaching grammar components through multisensory strategies.
- Learn how to teach the eight parts of speech
- Learn sequential steps for teaching sentence construction.

Participants will be eligible for 7 hours of professional development credit.

Research, Information, and Writing Fluency: Developing Independent and Engaged Researchers and Writers

Research has always been a cornerstone of human learning and achievement. Teaching students to take control of their own research is critical if we want them to become independent, engaged, and active learners rather than passive receivers of information. How can we engage students in the research process so they see it as a relevant, transferable skill and not an assigned school task?

Students must be able to navigate, comprehend, and organize information confidently if we want them to participate in academic conversations and to create and defend sound arguments in a variety of disciplines and careers. This is especially important as we increase our demand for the solid incorporation of evidence and reasoning into student work in all content areas.

Not only do students need to know how to strategically navigate and evaluate information from multiple media formats, they need to be able to use that media to strategically and collaboratively share information as well. Does how we teach 'research' need to change? How has it evolved?

All participants will receive Christopher Lehman's book, *Energize Research Reading and Writing*. While the book is geared to grades 4-8, the strategies and ideas are completely relevant to the upper grades as well.

PLEASE BRING A DEVICE TO DO RESEARCH!

Participants will be eligible for 5.5 hours of professional development credit.

Socratic Seminar and AZCCRS with Diana Green (*Special Engagement)

Socratic Seminar is a deep analysis of works of quality and substance by a group of students facilitated by a teacher. A text can be a piece of literature, informative text, such as social studies and science, historical documents, or a piece of art or music. The main goal is for students to build conceptual understanding of the texts and ideas by asking questions, citing evidence, and conversing with each other to make meaning. Often, seminars are followed with a reflective piece of writing. Effectively implemented, Socratic seminars enhance reading comprehension, speaking, listening and writing skills; a perfect vehicle for teaching Arizona's College and Career Ready Standards.

This one day session will include:

- Explanation of Socratic seminar
- Participation in a group seminar

- Discussion regarding how to select seminar readings and develop seminar questions for classes at all levels
- Development of and participation in mini-seminars
- A packet of materials, a book, and resources

You will receive and use the following book in the session:

Teaching Critical Thinking – Using Seminars for 21st Century Literacy by Terry Roberts and Laura Billings

Diana Green first began leading Socratic seminars while teaching middle school in Chattanooga, TN. She was trained at the Paideia Institute in Chicago where she learned the time-honored strategies that have endured the classic seminar structure. Diana currently works in Humboldt Unified School District where she has served as a principal, and is now Director of Education Services. Socratic seminar will always remain a passion in her repertoire of professional development for teachers.

Participants will be eligible for 6.5 hours of professional development credit.

Teaching Reading Effectively (TRE) – 5 day training

In support of A.R.S. 15-701 – *Move On When Reading*, A.R.S. 15-704 – *AZ READS*, and Arizona's College and Career Readiness ELA standards, the Arizona Department of Education is providing *Teaching Reading Effectively*. This course is strongly aligned to the AZ College and Career Readiness Standards - ELA: Foundational Skills (K-5), Reading Standards for Literature and Informational Text (K-5) and Language Standards (K- 5).

The content includes current research and evidence based practices that are necessary for the development of the technical skills of reading along with academic vocabulary and deep comprehension. Important components of an effective comprehensive reading program designed to develop proficient readers, competent writers and critical thinkers are included in this material. While the training is designed for K-5 instruction, it provides excellent information for K-3 Teachers and Special Education Teachers K-12 implementing school and district literacy plans.

Participants will be eligible for 32.5 hours of professional development credit.

TOT - Trainer of Trainers for Teaching Reading Effectively

For those educators who pass the exam at the end of the Teaching Reading Effectively course, you may attend the TOT Teaching Reading Effectively. This trainer of trainer cadre (TOT) will help in providing the 5-day teacher professional development opportunity both locally and regionally. Participants must commit to:

- attend the initial 5-day training
- attend a second 5-day training to complete the TOT preparation (only offered by ADE)
- pass the course exam upon completion
- be willing to provide *Teaching Reading Effectively* training to teachers in the school and district/charter

Participants will be eligible for 32.5 hours of professional development credit.

Verb Tense Study

This workshop will focus on Verb Tense Study as a methodology that provides K-3 Teachers with a way to explicitly teach verb tenses, identified in the Arizona College and Career Ready Language Standard. Verb tenses are critical for English language learners, Special Education and Mainstream students, and their acquisition of the English language and ultimately reading comprehension and academic writing. Whether you are familiar with the Verb Tense Study or a newcomer, participants will receive explicit instruction and practice in order to immediately begin this methodology upon returning to the classroom. Additionally, trainers will demonstrate how math, science, or social studies content can be used in instruction of this very powerful methodology.

Participants will be provided with a grammar resource entitled: *The Painless, Plan-less Grammar Guide* by Janelle Cameron and Kevin Clark.

Participants will be eligible for 6.5 hours of professional development credit.

Descriptions of Webinars

Academic and Argument Writing

What does it mean to write 'academically'? How does argument writing fit into the picture? How do student (and teacher!) attitudes influence writing instruction? How do students see the transferability of writing skills to post-secondary environments, college or otherwise? This webinar discusses some ideas and strategies to help students and teachers embrace the writing skills called for in the Arizona English standards.

Participant is eligible for 1 hour of professional development credit.

Argument Literacy

Argument writing plays a special role in the Arizona English Language Arts standards because it is a critical skill necessary for success in the post-secondary world. According to Neil Postman, 'argument is the soul of an education because it forces a writer to evaluate the strengths and weaknesses of multiple perspectives.' This webinar is designed to share some of the major foundations, definitions, components and organizational structures of argument writing.

Participant is eligible for 1 hour of professional development credit.

Grades 3-5 Writing - Overview and Daily Time to Write

This is the first of four webinars focusing on grades 3-5 writing instruction and standards implementation. The research from Teaching Elementary School Students to be Effective Writers: A Practice Guide by Steve Graham and Alicia Bollinger (2012) will be used to help participants explore the essential elements of writing development and the components of solid writing instruction in intermediate grade classrooms, specifically focusing on the effect of daily writing. Audience: Elementary classroom teachers, coaches, specialists-please consider joining in with a partner to facilitate discussion. Please download and be familiar with the handouts provided.

Participant is eligible for 1 hour of professional development credit.

Grades 3-5 Writing - The Writing Process: Task, Audience and Purpose

This is the second of four webinars focusing on grades 3-5 writing instruction and standards implementation. The research from Teaching Elementary School Students to be Effective Writers: A Practice Guide by Steve Graham and Alicia Bollinger (2012) will be used to help participants explore the essential elements of writing development and the components of solid writing instruction in intermediate grade classrooms, specifically focusing on the writing process, modeling and writing for different purposes. Audience: Elementary classroom teachers, coaches, specialists-please consider joining in with a partner to facilitate discussion. Please download and be familiar with the handouts provided.

Participant is eligible for 1 hour of professional development credit.

Grades 3-5 - Writing Fluency

This is the third of four webinars focusing on grades 3-5 writing instruction and standards implementation. The research from Teaching Elementary School Students to be Effective Writers: A Practice Guide by Steve Graham and Alicia Bollinger (2012) will be used to help participants explore the essential elements of writing development and the components of solid writing instruction in intermediate grade classrooms, specifically focusing on the writing fluency skills of handwriting, keyboarding, spelling and sentence construction. Audience: Elementary classroom teachers, coaches, specialists-please consider joining in with a partner to facilitate discussion. Please download and be familiar with the handouts provided.

Participant is eligible for 1 hour of professional development credit.

Grades 3-5 Writing – A Community of Engaged Writers

This is the fourth of four webinars focusing on grades 3-5 writing instruction and standards implementation. The research from Teaching Elementary School Students to be Effective Writers: A Practice Guide by Steve Graham and Alicia Bollinger (2012) will be used to help participants explore the essential elements of writing development and the components of solid writing instruction in intermediate grade classrooms, specifically focusing on engaging writers. Audience: Elementary classroom teachers, coaches, specialists-please consider joining in with a partner to facilitate discussion.

Participant is eligible for 1 hour of professional development credit.

Instructional Shifts, Literacy Practices, and Student Outcomes

Participants will examine the literacy practices that are imbedded within the ELA instructional shifts and the outcomes that students should be able to demonstrate as a result. Participants will make connections between the Shifts, the Reading and Writing, Speaking and Listening, and Language Anchor standards for ELA with the expectations of College and Career Readiness outlined in the Writing Program Administrators' Outcome Statement for First-Year Composition used at our state universities and many other institutions across the country.

Participant is eligible for 1 hour of professional development credit.

K-2 Writing Foundations - Overview

This one hour webinar is the beginning of a series of four webinars designed to outline the major components and elements of a solid K-2 foundational writing program. Participants will complete a standards hunt to identify all of the foundational writing standards for K-2 and understand the research and rationale for research based foundational writing instruction. The other webinars in this series will focus on the writing foundations of handwriting, spelling and sentence construction. Please consider attending with a partner to facilitate discussion. Download and be familiar with the documents provided.

Participant is eligible for 1 hour of professional development credit.

K-2 Writing Foundations - Handwriting Fluency

This one hour webinar is the second in a series of four webinars focusing on K-2 Writing Foundations. This webinar will focus on the research and evidence that handwriting practice done in short intervals supports the acquisition of reading skills and promotes writing fluency. Similar to the idea of fluency in reading aids in comprehension of text, as young writers develop handwriting fluency, they can then focus their attention on generating and organizing ideas. Keyboarding skills will also be part of the discussion.

Participant is eligible for 1 hour of professional development credit.

K-2 Writing Foundations - Spelling

This one hour webinar is the third in a series of four webinars that focus on K-2 Writing Foundations. In this training we will look at the research and rationale for teaching spelling to support reading and writing. We will also look at research based best practice with students using critical thinking skills to increase spelling proficiency by focusing on the orthographic features in words. Participants will also receive a checklist to evaluate a spelling program and tables linking the Arizona College and Career Ready Standards to spelling.

Participant is eligible for 1 hour of professional development credit.

K-2 Writing Foundations - Sentence Construction

This is the fourth in a series of four webinars focusing on K-2 Writing Foundations. In this webinar we will focus on sentence construction and the research and best practice supporting instruction in sentence construction by Bruce Saddler in the book Best Practices in Writing Instruction. Participants will refresh their memory of simple sentences, compound subjects and predicates in simple sentences, compound sentences and sentence expansion leading up to complex sentences. Consider viewing this webinar with a partner to facilitate discussion.

Participant is eligible for 1 hour of professional development credit.

Reading for the Rhetorical Situation

Reading for the rhetorical situation requires students to go much deeper than just identifying the main ideas. Students need to focus simultaneously on the author's purpose, the message/text, the context for writing, and the audience it is addressing. It is not just what the text says, but how the text says it. This webinar will review the elements of the rhetorical situation and provide some strategies for helping students increase their rhetorical reading comprehension.

Participant is eligible for 1 hour of professional development credit.

Research and Information Fluency

Teaching students to strategically navigate massive amounts of information that is available through multi-media has become a priority as we increase our demand for incorporation of evidence and reasoning in student work. And not only do students need to know how to strategically navigate and evaluation information from multiple media formats, they need to be able to use that media to strategically and collaboratively share information as well. Does how we teach 'research' need to change? How has it evolved?

Participant is eligible for 2 hour of professional development credit.

Rhetorical Grammar (Parts I-III)

Based on Constance Weaver's book *Grammar to Enhance Writing*, this 3-part series will encourage teachers to rethink their approach to grammar as descriptive/prescriptive to one that is functional and pro-active. Grammar should be approached as an important tool that shapes and enhances a writer's message as she considers the task, purpose and audience. This is a 3-part series.

Participants will be eligible for 1 hour of professional development credit.